**Year 7 Review 3 Revision**

**Reading Section – 30 minutes**

**Writing Section – 40 minutes**

For Review 3, you will be showing off how well you have understood the skills we have been learning in lessons this year, as well as demonstrating how well you have learnt from your feedback in Review 1 and Review 2.

The skills are:

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| **Reading** | | |
| **KW** | **Key words** | Stick to the task. Check the question carefully. |
| **SR** | **Select and retrieve** | Find information from the text. |
| **E** | **Evidence** | Find a quotation from the text which proves your ideas. |
| **AQ** | **Analysing quotes** | Explain HOW the quote proves your idea. |
| **S** | **Structure** | Identify **structural** techniques (which we covered in lessons). Explain the effect. |
| **D** | **Develop answer** | Fully-explain all of your ideas in lots of detail. |

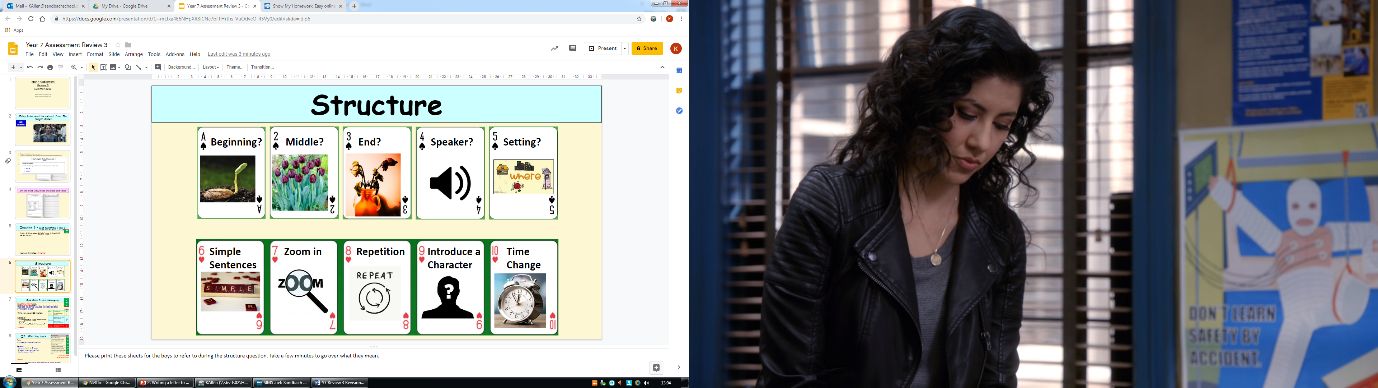
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| **Writing** | | |
| **KW** | **Key words** | Stick to the task. Check the question carefully. |
| **WT** | **Writing techniques** | Use similes, metaphors, personification, alliteration, onomatopoeia, etc. |
| **SO** | **Sentence openers** | Vary how you open your sentences. Start them in different ways. |
| **AV** | **Ambitious vocabulary** | Use some more interesting words. |
| **AP** | **Ambitious punctuation** | Use ; : ! ( ) - |
| **DM** | **Discourse markers** | At the start of your paragraphs, use discourse markers to order your ideas (e.g. firstly, next, on the table, under the hedge, etc.) |

**Your main revision documents should be your English exercise books – you can use them to see how we completed these skills in lessons.**

**Revision Help:** If you need a bit of help or guidance, remember that the Year 7 English help clinic takes place on Thursday lunch times in room 27 with Miss Allen.

**Questions Covered**

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| **Section** | **Q** | **Question Example** | **Marks** | **Skills Required** | **What do I have to do?** |
| **Reading** | 1 | Look at a particular paragraph in the extract. List 4 things you know about… | 4 | KW  SR | **KW:** Make sure you read the question and pick out the information it asks for. Make sure you only focus on the paragraph it states.  **SR:** Find the relevant information from the extract. |
| 2 | Read a section of the text and answer the question:  How is the text structured and what effect does it have? | 16 | SR  E  AQ  S  D | Write 3 good PEE paragraphs.   * **SR/E**: Find information in the text to support your ideas. Find a quote. * **AQ**: Explain HOW the quote you chose proves your point. * **S**: Identify structural techniques (time change, speaker, character, beginning) and explain the effect. * **D**: Develop your answer. Extend your explanations to you are writing in lots of detail and all of your ideas are really well-explained. |
| **Writing** | 5 | Write story (based on the topic specified in the exam). | 40  (24 content  16 SPAG) | KW  WT  SO  AV  AP  DM | **KW:** Stick to the task!  **WT:** Use writing techniques (e.g. similes, alliteration, etc.)  **SO:** Start your sentences in different ways  **AV:** Use ambitious vocabulary  **AP:** Use more ambitious punctuation ;:()-  **DM:** Use discourse markers (firstly, secondly, next, etc.) |

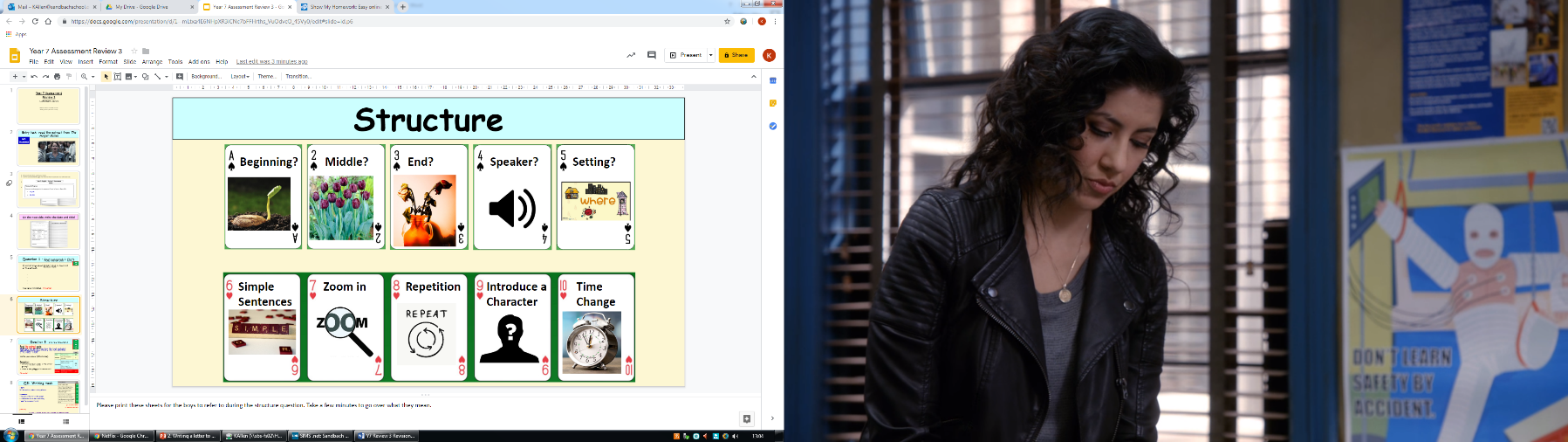


**Example Questions:**

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| Source:  **Chapter 1 of *The Hobbit***  In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare, sandy hole with nothing in it to sit down on or to eat: it was a hobbit-hole, and that means comfort.  It had a perfectly round door like a porthole, painted green, with a shiny yellow brass knob in the exact middle. The door opened on to a tube-shaped hall like a tunnel: a very comfortable tunnel without smoke, with panelled walls, and floors tiled and carpeted, provided with polished chairs, and lots and lots of pegs for hats and coats—the hobbit was fond of visitors. The tunnel wound on and on, going fairly but not quite straight into the side of the hill —The Hill, as all the people for many miles round called it—and many little round doors opened out of it, first on one side and then on another. No going upstairs for the hobbit: bedrooms, bathrooms, cellars, pantries (lots of these), wardrobes (he had whole rooms devoted to clothes), kitchens, dining-rooms, all were on the same floor, and indeed on the same passage. The best rooms were all on the left-hand side (going in), for these were the only ones to have windows, deep-set round windows looking over his garden, and meadows beyond, sloping down to the river.  This hobbit was a very well-to-do hobbit, and his name was Baggins. The Bagginses had lived in the neighbourhood of The Hill for time out of mind, and people considered them very respectable, not only because most of them were rich, but also because they never had any adventures or did anything unexpected: you could tell what a Baggins would say on any question without the bother of asking him. This is a story of how a Baggins had an adventure, and found himself doing and saying things altogether unexpected. He may have lost the neighbours’ respect, but he gained—well, you will see whether he gained anything in the end.  By some curious chance one morning long ago in the quiet of the world, when there was less noise and more green, and the hobbits were still numerous and prosperous, and Bilbo Baggins was standing at his door after breakfast smoking an enormous long wooden pipe that reached nearly down to his woolly toes (neatly brushed)—Gandalf came by. Gandalf! If you had heard only a quarter of what I have heard about him, and I have only heard very little of all there is to hear, you would be prepared for any sort of remarkable tale. Tales and adventures sprouted up all over the place wherever he went, in the most extraordinary fashion. He had not been down that way under The Hill for ages and ages, not since his friend the Old Took died, in fact, and the hobbits had almost forgotten what he looked like. He had been away over The Hill and across The Water on businesses of his own since they were all small hobbit-boys and hobbit-girls.  All that the unsuspecting Bilbo saw that morning was an old man with a staff. He had a tall pointed blue hat, a long grey cloak, a silver scarf over which his long white beard hung down below his waist, and immense black boots. |

**Question 1:**

Look at paragraph 2 only. List 4 things that you know about the hobbit hole.

**Question 2:**

Read the whole extract again.

How is the text structured and what effect does this have?

Write 3 PEE paragraphs.

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| **Point** | The writer uses **setting** at the **beginning** to portray Bilbo and his life as quiet and normal. |
| **Evidence** | Tolkien focuses on Bilbo’s door, describing it as “perfectly round”, “painted” and “shiny”. |
| **Explanation** | By describing the house as being well looked-after right from the **beginning**, Tolkien uses the **setting** to suggest that Bilbo cares for his home and has spent a lot of time making is a nice place to live. In addition, by describing this picture-perfect **setting** right at the **start** of the novel, Tolkien implies that it will play an important role |

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| **Point** | The writer then **introduces a new character**, who appears different, to suggest that life will change for Bilbo. |
| **Evidence** | In paragraph 4, our **focus** **shifts** from Bilbo’s home to Gandalf’s “tales and adventures”. |
| **Explanation** | This contrast to Bilbo’s normal, nice home because the **introduction** of Gandalf’s different **character** and the **focus** on him suggests that Bilbo’s life is going to change as well. Tolkien interests us with this **structure** because we initially have a glimpse at the serene, calmness of Bilbo’s home in the Shire and then some suspense is presented as Gandalf and his interesting and unusual **characteristics** are **introduced**. |

**Practice PEE Questions**

Now have a go at this. Have a look at the structural devices we studied in lessons last term and use them to write PEE paragraphs to answer this question:

How is the text structured and what effect does this have?

**NOTE**: You will be given a different story to analyse for your actual exam.

**Question 5:**

Write a story about:

* A time when you felt afraid
* A time when something unexpected happened
* A horrible accident

**TIPS: You can write in 1st or 3rd person and the story does not have to be based on real events.**

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